DOCUMENT RESUME

ED 427 782 IR 057 287

AUTHOR Sibley, Brenda Parris
TITLE Managing the Academic Library Cataloging Department in Changing Times: A State of the Art Bibliography.
PUB DATE 1998-00-00
NOTE 10p.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Libraries; *Cataloging; Change; Continuing Education; Higher Education; *Journal Articles; Leadership; Librarians; Library Automation; *Library Catalogs; Library Development; *Library Personnel; Library Technical Processes; Paraprofessional Personnel; Professional Development; Professional Personnel; Staff Role; Technological Advancement

ABSTRACT

This paper presents an annotated bibliography of articles that provide information on managing the academic library cataloging department. Topics include: hiring tests for technical services support staff; changing roles for professional, paraprofessional staff and support staff; motivating and rewarding cataloging staff; a study of entry level catalogers; education for cataloging; the role of training in the reorganization of cataloging services; changes in staffing, functions, workstation setup, and personnel; managing change; leadership in the electronic age; continuing education; role-blurring and staff development; recruiting skilled workers; effective supervision; team cataloging; training for an upgrade; value added trend implications for library leaders; job satisfaction among support staff; and impact of automation on job qualifications for catalogers and reference librarians. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 427 782

IR

Managing the Academic Library Cataloging Department in Changing Times

A State of the Art Bibliography

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by
Brenda Parris Sibley

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B.P. Sibley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

An alternate title for this bibliography could be "More than Just a Cataloger: Management Skills for the Cataloging Supervisor". No matter how much a person knows about cataloging and loves all the processes that go into it (to the amazement of non-catalogers), the person often cannot expect to remain in a position involving just the beloved activity of cataloging. In many libraries, the professional cataloger is a department head or a manager or a section of the cataloging department. Depending on the type and size of the library, the cataloger may be the systems administrator, the web master (perhaps no one else knows HTML), may be required to share in duties at the Reference desk, help with collection development, and could possibly even have the role of Assistant Director--all of this plus keeping up with the new Library of Congress Interpretations of AACR2, the additions and changes to the Library of Congress Subject Headings, will have to coordinate authority control, possibly having to consider outsourcing that to a vendor (possibly even more of cataloging than just authority work), and will have to keep up with technology, what is new in the automated systems, what is on the Internet and how it can be used for cataloging, and as a part of the academic library, attending committee meetings and writing for publication.

Most of all, the new Cataloging Department Head or Section Head will have to do something for which library school has given the least preparation: being a supervisor. Not only that, but a supervisor of a department that is in a constant state of change as new technologies are embraced. Now paraprofessionals and clerical staff are doing not only all of the copy cataloging, but often some of the original cataloging as well. The excellent cataloger with the natural perfectionist tendencies that often come with the role, has to learn to trust paraprofessional and clerks, and to make sure they know what is expected, balancing the quality needed to insure that patrons can retrieve bibliographic records with the quantity of output demanded by busy circulation and reference departments. It's not an easy job, but there is much in the literature that addresses all the issues: from role-blurring, to training for excellence, to team-work, to hiring and retention, and we can learn from those who have done studies, tried new ways of doing things, even from the people in paraprofessional positions about how they feel about their jobs.

Bednar, Marie. "Hiring Tests for Technical Services Support Staff Positions". *Technical Services Quarterly*. 11(1) 1993. p. 3-18.
The shifting of responsibilities from catalogers to support staff and the increasingly complex tasks they must perform makes hiring difficult unless there is some measure of skill. Costly hiring mistakes are made when the employee has neither the skills nor the ability to learn them. Legal aspects of such tests are covered, as well as how the tests are developed, administered

IR057287

BEST COPY AVAILABLE

how scores are interpreted.

Benaud, Claire-Lise. "The Academic Paraprofessional Cataloger: Underappreciated?" *Cataloging & Classification Quarterly*. 15(3) 1992, p. 81-92.
Paraprofessionals, who previously did the more routine work while professional catalogers did the intellectual work, are now more involved in producing more "professional" work. This article explains the reasons why this change has occurred and predicts its continuance. The requirements of the paraprofessional now are often as high as they were for professionals previously. The MLS versus experience is discussed, as are training and the importance of paraprofessional participation in library affairs, attendance at meetings, and national library associations.

Benemann, William E. "The Cathedral Factor: Excellence and Motivation of Cataloging Staff" *Technical Services Quarterly*, 10(3) 1993, p. 17-25.
The sharing of bibliographic utilities and shifting of responsibilities from professional to paraprofessional catalogers has encouraged not only an elimination of "local practices", but also a trend toward accepting bibliographic records as they are without performing quality checks. The major bibliographic utilities have records with errors that make them not retrievable in some searches. The author tells a fable in which three men doing the same work gave different answers about what they were doing: (1) breaking rocks, (2)earning bread, and (3) helping to build a great cathedral. From his personal experience and from research findings, the author relates that making a task more complex increases productivity. Routine becomes boring, and the employee doesn't feel productive. Giving the employees standard to meet, and reasons for those standards, they can feel more like they are building a great cathedral than breaking rocks or earning bread.

Berger, Marshall A. "Technology Brings Challenges and Opportunities for Support Staff". *American Libraries*. March 1997, p. 30-31.
The changing roles brought about mainly by technological advances are viewed in a very positive way in this article, as they have added value to the jobs of paraprofessionals and enrichment to the library environment. Professionals and paraprofessionals are working together to bring better service to library users, and support personnel are finding lifetime careers in libraries--proving a job that one loves is more important than a label and a little more money--though those too may change with time.

Callahan, Daren, and Judy MacLeod. "Management Issues and the Challenge for Cataloging Education" *Technical Services Quarterly*. 13(2) 1996, p. 15-24.
As roles shift, professional catalogers find themselves serving more in supervisory and administrative roles, and most feel that library school has not prepared them well enough for such roles. A survey found that most don't get to do as much cataloging as they would like, because their time is consumed with hiring and training of staff and the selection and maintenance of automated systems and local databases. Library school students preparing to be catalogers, too, feel they are missing something and have requested more practical, hands-on experience and training in administrative and decision-making skills.

Callahan, Daren and Judy MacLeod. "Recruiting and Retention Revisited: a Study of Entry Level Catalogers". *Technical Services Quarterly*. 11(4) 1994, p. 27-43.
In a survey of 79 catalogers on three listservs: AUTOCAT, NOTRBCAT, and MLA-L, it was found that most went into cataloging as a choice, because they loved cataloging and wanted to do

it. Negative reactions to cataloging were expressed by non-catalogers both in library schools and in the work place, public service people seemed to think cataloging was less professional, more clerical, and no longer needed in today's automated environment. Catalogers felt poorly prepared by library school, wanting more experience with OCLC, MARC, LCRI, and other tools of the trade (rather than catalog cards). Most of those who planned to move out of cataloging into some other department had begun working for less than $25,000, and obviously felt the need for higher salaries which were not to be found in cataloging at their institutions.

Clack, Doris H. "Education for Cataloging: a Symposium Paper". *Cataloging & Classification Quarterly*. 16(3), p. 27-37.
One of the greatest cataloging professors of all time, in this symposium, told of the history and the changes in cataloging and how it must remain "the core of the profession, the cohesive force that binds the library into a unified whole." She said that catalogers must be prepared for the changes, yet grounded in the basics of descriptive and subject cataloging and strict authority work. Shared cataloging, she said, had given the false illusion that professional catalogers were no longer needed. She encouraged the recruiting of students who would be professors of cataloging, to extend opportunities for more specialized courses in library school, and to reduce the prejudice toward cataloging and to reward catalogers for their highly technical work.

Clack, Mary Elizabeth. "The Role of Training in the Reorganization of Cataloging Services" *Library Acquisitions: Practice & Theory*. 19(4) 1995, p. 439-444.
The Cataloging Services Department at Widner Library, Harvard College, was restructured into teams in 1993. The teams were to more closely integrate Cataloging Services and Collection Development, to bring about decentralization to a shared vision of unity among diversity. Training included the "life of the book from selection to shelf", including the use of the PC cataloger's workstation, OCLC basic searching, cataloging and collection development work flows, MARC format, AACR2, authority work, and LC subject headings. Though trainers who came in were from Harvard Quality Process (HQP) and followed the problem-solving process adapted from the Xerox Corporations' model, a look at production statistics revealed significant increases over the past year, indicating that sharing best practices, increasing communication, and attention to training and planning have made a difference in this library.

Duchin, Douglas. "Moving Right Along: Changes in Staffing, Functions, Workstation Setup, and Personnel". *Library Resources & Technical Services*. 41(2), April 1997, p. 139-142.
Over the last ten years, the Technical Services Department of the Newman Library at Baruch College of the City of New York has gone through many changes in staffing, functions, workstation setup and personnel training. As the have embraced the technological changes, they have moved into team-work and have gained a new sense of community. Integrated workstations have given each person the ability to perform different tasks without moving to another area. Acquisitions has been trained in the how to select the perfect MARC record, just as much so as copy catalogers are, and to input a basic original MARC records. Dividing lines have softened even between public and technical services, as abilities are recognized and appreciated. The author advises: "Know why you are changing and believe in what you are doing. Try everything yourself and then ask your fellow wizards for advice. Train, evaluate, and retrain. Keep visible and keep motivating, even when you think the job is finished."

Eskoz, Patricia A. "The Catalog Librarian--Change or Status Quo?: Results of a Survey of

Academic Libraries.*Library Resources & Technical Services*. 34 (3), p. 380-390.
Even in the 1980's, things were changing. Two surveys were done, in 1983-84 and in 1986-87, and these give us a picture of change that was beginning, but it was approached slowly and cautiously by many libraries. Most reported there had been a slight decrease in the number of professional librarians employed, a slight increase in the number of support staff, and the supervisory responsibilities of some professional catalogers had increased, but for most they still had not as of the earlier survey, though there was a significant difference by the later one. In conclusion, the opinion was expressed that the major role of the professional cataloger would remain responsibility for the creation and maintenance of meaningful bibliographic records to meet user needs.

Goble, David S. "Managing in a Change Environment: From Coping to Comfort" *Library Administration & Management*. 11(3), p. 1-6.
The author says that change isn't new to librarians and that what is different now is this: "...change is no longer intermittent. It is constant, and its pace is accelerating." Drawing upon the views of Peter Druker, he says that the success of our organizations depends upon our ability to change and adapt. Also, he writes of Peter Senge's views of the learning organization and the five disciplines comprising it: (1) systems thinking, (2) personal mastery, (3) mental models, (4) building shared vision, and (5) team learning. Change is not implementing a new technology; that is the manifestation. The real change is in the minds of those using the technology. The author sums up this article by saying: "To convert existing organizations to learning organizations, librarians will need to see themselves more as leaders and less as practitioners."

Hershberger, Rodney M. "Leadership and Management of Technological Innovation in Academic Libraries". *Library Administration & Management*. 11(1), Winter 1997, p. 6-29.
The author calls for creative leadership and management of library programs, services, and resources in these times of great technological change. Leaders must articulate their vision, the leadership must be a shared enterprise, and librarians must be provided with opportunities to learn and to implement new resources if innovation is to be managed successfully. Information is so easily accessible to everyone now, but libraries must do what they have always done: adding value through the organization of information and the provision of better access to users.

Jizba, Laurel. "Everyone's Job: Continuing Education for Technical Services: A Practitioner's Perspective". *Technical Services Quarterly*, 15(1/2), 1997, p. 119-131.
Continuing education is essential in these times of change. There is to much to keep on top of without it. Continuing education has real potential for improving the capacity of the staff and the organization, getting work accomplished better and faster. When there is no continuing education, the effect is a downward spiral and increasingly ineffective service. Discussion lists help today, especially as workshops and instructional web sites are announced. Regional and state library networks and associations have contributed to continuing education, but they can do more.

Johnson, Peggy. "Managing Changing Roles: Professional and Paraprofessional Staff in Libraries". *Journal of Library Administration*, 1996, p. 79-99.
The changes have come about because of sociological, educational, and technological forces, with library users becoming more diverse and having more immediate needs for information. The library is faced with new demands and with rising costs. The most powerful force affecting libraries has been technological. Until 20-25 yrs. ago, nearly all cataloging, including copy

cataloging, was handled by professional librarians. Automation has helped paraprofessionals rise in position, even to supervisory levels. Librarians are stretched as they try to meet increasing user demands, to keep up with technological advances, and to be professionally active. Managing the changing roles requires recognizing how each is changing and the causes, then planning, clarifying, and articulating the changes and differences.

Kalnin, Mary T. "Some Thoughts on Role-Blurring and Staff Development". *Library Mosaics*. Nov.-Dec. 1997, p. 8-10.
Written by a paraprofessional and presented at a library association conference, this article lets us see the role-blurring from a different side. The reason for the changes are given as: technology driven, budget driven, and staff driven--the latter being the professional demands upon librarians. The author says that when more and different duties are accepted by a person, that person needs to have the opportunity to succeed a them, thus she requests staff development programs, with classes that prepare for promotion or transfer and funding for those classes. She ends by saying the degree does count, but that paraprofessionals are more than support staff; they are highly competent employees with a voice that must be heard.

Kemp, Jan. "Reevaluating Support Staff Positions". *Library Administration and Management Association*, 4(1), Winter 1995, p. 37-43.
In 1993, Texas Tech University Library completed a project reviewing its support staff positions which led to upgrading a third of the positions and increasing the entry-level salaries. Competencies that were considered in the review were: (1) flexibility, (2) information-seeking motivation and ability to learn, (3) achievement motivation, (4) work motivation under time pressure, (5) collaborativeness, and (6) customer service orientation. Through this, positive effects were achieved: (1) entry-level vacancies seemed to attract more qualified applicants, (2) equity in pay for the support staff, (3) job descriptions more accurately reflected the responsibilities of the positions, and (4) morale was improved.

Lee, Chris. "The Hunt for Skilled Workers". *Training*. December, 1997, p. 26-33.
This is not an article from the library literature, but it has a lot to say to the profession. The author says that now days people don't hold on to a job for fear that there won't be another. If a job doesn't provide the rewards they feel they deserve, they will keep it only long enough to find a better position. He says new recruits need a very positive experience when they come in the door or they will jump ship. They may not stay long, because there's a better-paying position with better benefits elsewhere. We may loose skilled employees who love their jobs but have to be practical and look elsewhere as a financial necessity.

Lee, Susan. "Leadership: Revised and Redesigned for the Electronic Age" *Journal of Library Administration*. 20(2), 1994, p. 17-28.
We are in a post managerial era, when leadership is more necessary than management. A good leader seems to be one who has higher "cognitive complexity" or who is able to see a problem through multiple perspectives. The higher ones cognitive complexity is, the person takes less time to solve problems, makes better use of information, has better analytical skills, makes fewer errors, is less affected by overload, more tolerant of uncertainty, and more open to varying opinions and disconfirming evidence. Effective leaders know the direction in which they are headed, have a strategic vision providing a compass but not a road map, and are constantly modifying and adjusting short-term strategies and tactics. The good leader seeks creative confirmation from associates and seeks a team approach to problem solving.

Leonhardt, Thomas W. "Keys to Success for Library Paraprofessionals and Support Staff". *Library Administration & Management*. 10(4), Fall 1996, p. 214-219.
The military model is used to show the importance of understanding ones role and knowing how one fits into an organization. Each person should know exactly what he or she needs to do in order to succeed. This is accomplished through (1) a carefully thought-out orientation program, (2) a good staff/career development program including continuing education classes, workshops and professional conferences and meetings, (3) in-house opportunities for cross-training, job enrichment, and the availability of job exchanges, and (4) career counseling when the person feels the need to leave. Clear divisions of labor and clear expectations for performance can help make each employee a winner.

Manzoni, Jean-Francois. "The Set-Up-to-Fail Syndrome: How Bosses Create Their Own Poor Performers". *Harvard Business Review*. March-April 1998, p. 103.
As the changes occur, and we find ourselves involved more in supervisory responsibilities, we can find some good advice outside the library literature in articles like this one which says when an employee fails, it's not necessarily the employee's fault. The supervisor can be at fault through perceiving the person in the beginning as a weak performer and behaving toward the person as such. The way a boss behaves towards one perceived as a strong performer reinforces and encourages. The supervisor should try to treat all employees as strong performer to bring out the best in them and to avoid the "set-up-to-fail syndrome."

McCombs, Gillian M. "Technical Services in the 1990s: A Process of Convergent Evolution". *Library Resources & Technical Services*. 36(2), p. 135-148.
The change in libraries is compared to "convergent evolution" in life sciences and anthropology in that different departments: public services, technical services, and collection development, are beginning to function together as one. This has also been referred to as "a form or organizational Darwinism". No longer does cataloging have to be done in a particular area nor does it require a professional cataloger to do it. This requires an acceptance of "fuzzy roles" and communicating a positive attitude, as well as balancing quality and quantity in order to give the best service to users.

Mohr, Deborah A. and Anita Schuneman. "Changing Roles: Original Cataloging by Paraprofessional in ARL Libraries" *Library Resources and Technical Services*. 41 (3), April 1997, p. 205-218.
Cataloging paraprofessionals roles are changing rapidly. This study explored the level of involvement in original cataloging and the reasons for the changes. Of libraries responding, 77% had paraprofessional employees performing some original cataloging. Reasons given most often were: it is cost-saving, necessary because of volume of work, and for the paraprofessional's career development (61-63%) followed by the skills/experience of the paraprofessional (25.8%). Disadvantages mentioned most were: time needed for training, and exploiting the paraprofessionals (giving higher level responsibilities without upgrading positions and salaries). Despite reservations, paraprofessionals continue to prove they can do well at original cataloging. The challenge to librarians is to clearly define roles and communicate expectations.

Neslon, Bob. "Low-Cost Ways to Energize Employees". *HRMagazine*. December 1997, p.48.
We may not be able to pay the paraprofessionals what they deserve for the level of work they are doing, but we can make work rewarding in other ways: (1) providing interesting work, (2)

sharing information, (3) encouraging involvement, (4) allowing independence, and (5) increasing visibility through recognition. None of this costs much if anything, and it creates a positive atmosphere that may be worth more to paraprofessionals than monetary compensation.

Oberg, Larry R. "The Emergence of the Paraprofessional in Academic Libraries: Perceptions and Realities". *College & Research Libraries*. March 1992, p. 99-112.
Creating new tasks and redistributing old one has upgraded the work done by both professionals and support staff. The problems that have arisen have received short-sighted response by librarians, failing to exercise leadership. Librarian's haven't done a good job of making campus administration and personnel officers aware of the changes in the job descriptions. Paraprofessionals want respect, trust, collegiality, just compensation, and a future. They want a career and not just a job. They need to receive systematic training, staff development, and continuing education opportunities to ensure success in their positions.

Schuneman, Anita and Deborah A. Mohr. "Team Cataloging in Academic Libraries: An Exploratory Survey. *Library Resources & Technical Services*. 38(3), p. 257-266.
Team cataloging allows for division of materials by particular subject areas, languages, and formats. A survey of eight libraries that had tried team cataloging explored whether this approach contributed to productivity and morale. A slightly higher level of productivity was reported. Responses as to morale were mixed, so findings were inconclusive. Some thought the team approach contributed to confusion. Others saw it as fostering mutual respect and resulting in better working relations. Effective leadership is essential for a team-approach to be successful.

Strandberg, John. "Training for a Technology Upgrade". *Training*. November 1997, p. 36-38.
System upgrades are a part of the changing work place, whether in or out of the library environment. In training for an upgrade (or training a new employee for the first time), rather than giving them a technical manual to read, it is much more effective to give them a computer to use. Telling them what to do isn't effective like showing them, and even more effective is hands-on training. After training is completed, a set of brief instructions or a "cheat sheet" that they can keep beside them is an effective memory aid. Through it all, focusing on people's needs and the tasks they must be able to perform will make learning easier than focusing on the technical characteristics of the system.

Sweeney, Richard. "Leadership in the Post-Hierarchial Library". *Library Trends*. 43(1). Summer 1994, p.62-94.
The traditional hierarchy of the library gone, it is now a flattened organization needing real leadership. Ten new leadership strategies for today's libraries are: (1) Adopt a new mind set, (2) Reinvent, communicate, and sell the library mission, (3) Change your concept of a library professional, (4) Build a powerful technology infrastructure, (5) Build a knowledge-sharing infrastructure, (6) Build and empower cross-functional teams, (7) Reward initiative and performance, (8) Make quality information satisfaction a number one goal, (9) Flatten the hierarchy; more service people and fewer support people, and (10) Reinforce traditional library values: service to individuals, intellectual freedom, access, and knowledge. Creative recruitment is needed as traditional recruitment methods do not work for screening for leaders with energy, creativity, and courage.

Sweeney, Richard. "Leadership Skills in the Reengineered Library: Empowerment and

Value Added Trend Implications for Library Leaders". Library Administration & Management. 11(1). Winter 1997. p. 30-42.
Two important trends in all of business and society today are: (1) Everyone wants to be empowered to make his or her own decisions, and (2) everyone wants to continuously add more value to his or her life. Empowerment requires redistributing from the top down: (1) power, (2) information, (3) rewards, and (4) knowledge. Empowerment also brings responsibility and participation. Libraries have to be reengineered because now for the first time they are having to compete as information is so easily available elsewhere. Current processes, structures, knowledge, technologies, facilities will reach their limits, and real leaders are needed in the re-engineering process. Leadership is not about control but rather about influencing, persuading, and motivating.

Vellucci, Sherry L. "Future Catalogers: Essential Colleagues or Anachronisms?" *College & Research Libraries News*, July/August 1996, p. 445.
"Do we need on-site professional catalogers?" was a question addressed at and ALA conference program for public libraries. Most said yes, validating this with long lists of cataloging tasks. The author says catalogers are still needed in academic libraries as well but that the image of the cataloger has been so limited to back-room type tasks which some think will not exist in the future. The author suggests ways the cataloger can be involved, communicating with Reference staff in the planning of the OPAC and the internet--using cataloging skills to create the information systems of the future. Cataloging is changing, but there will always be a need for the expertise of catalogers.

Voelck, Julie. "Job Satisfaction among Support Staff in Michigan Academic Libraries". *College & Research Libraries*, March 1995, p. 157-170.
This study is a 1994 partial replication in Michigan of a 1989 study in Ohio. The results revealed that while most support staff are satisfied with supervision, their work, coworkers, and benefits, they are dissatisfied with opportunities for promotion, pay, and positive feedback. They also felt excluded from decision making and policy development that, even when it affects them. The authors suggests that librarians in defending their professionalism and also in often feeling dissatisfied with their own status and salaries, may inadvertently send a negative message about the status and value of support staff. Librarians need to see that support staff feel valued and that they are involved in decision-making.

Xu, Hong. "The Impact of Automation on Job Qualifications for Catalogers and Reference Librarians in Academic Libraries" *Library Resources & Technical Services*, 40 (1), p. 9-31.
This study compared job ads for catalogers and reference librarians from American Libraries, in forty issues (two random issues per year) from 1971 to 1990. The study revealed that as libraries have become increasingly automated, the required skills for catalogers and reference librarians have developed more similarity. There were also differences in the real word and the job add, most requirements are not met by most job applicants.

Younger, Jennifer A. "Support Staff and Librarians in Cataloging" *Cataloging & Classification Quarterly*, 23 (1), 1996, p. 27-47.
The history of support staff in cataloging and the rise of the paraprofessional is described, and the future is discussed. The issues of how to distribute the work of cataloging and the need for training are the challenges for library cataloging departments today. Workshops sponsored by networks and professional associations still are attended primarily by professional librarians.

Paraprofessionals need to have the opportunities for this kind of training as well.

Summary

Change is ever-present with us in libraries today, both in public services and in cataloging. Automation, tight budgets, and the increasing need for librarians' involvement in administrative and professional activites has given rise to the paraprofessional and to a blurring of the roles. The paraprofessional is capable and wants to be feel valued and to receive some rewards as well as to receive the proper training. In order to keep the level of quality high in cataloging, too, the paraprofessional needs have the opportunity to attend workshops and classes. Paraprofessionals are skilled and creative, and with their help, cataloging librarians can more easily face whatever the future brings to our ever-changing profession. Having an open mind, learning from others, and always listening and observing as well as showing active concern, the Cataloging Supervisor can embrace all the changes and help employees grow as they learn and become participants in our purpose--providing better service to those who use the library.

Copyright © Brenda Parris Sibley